

Visual Arts: Grade 8

Overall Expectations

- produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of art forms;
- define the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;
- explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from the work;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

Specific Expectations

Knowledge of Elements

- describe how the repetition of elements of design creates rhythm, which unifies the composition (e.g., the diagonal lines in the trees are repeated in the horses and jockeys, and this repetition helps to link the foreground and the background);
- describe how the elements of design are used to create the area of emphasis (focal point) in a work of art (e.g., contrasts in colour, line, shape, or texture can serve to emphasize specific aspects of the work);
- describe how the elements of design are used to create formal (symmetrical) and informal (asymmetrical) balance in compositions;
- explain how the size, scope, and intent of a work determine which tools, materials, and techniques the artist will use (e.g., liquid tempera, large brushes, and mural paper for making a mural);
- use tools, materials, and techniques correctly, selecting those that are appropriate for the size, scope, and intent of the work

Creative Work

- organize their art works to create a specific effect, using at least two of the principles of design specified for this grade (e.g., create a work of art using rhythm and emphasis to communicate a particular mood);
- produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific

purposes and to specific audiences (e.g., create an illustration for a children's book, using pen and ink and watercolour washes);

- describe, in their plan for a work of art, the main idea they wish to communicate and the artistic decisions they have made to support that message;
- identify strengths and areas for improvement in their own work and that of others, and describe possible strategies for improving their work.

Critical Thinking

- describe how artists representing various periods, styles, and cultures have used similar materials, tools, and the principles of design for a variety of purposes (e.g., the use of design principles in textiles like raffia cloth from Zaire, gowns from the Mandingos of West Africa, and embroidered dresses from Palestine), and recognize that many modern artists and designers (e.g., textile designers) are influenced by designs from other periods and cultures;
- explain how the effective use of the elements and principles of design contributes to an art work's ability to communicate feelings, convey ideas, and enrich people's lives (e.g., the effective use of formal balance in the design of a building can enable people to feel a sense of order and harmony when looking at or being in that building);
- explain their preference for specific art works, with reference to the artist's use of the principles of design and their understanding of the ideas and feelings expressed in the work (e.g., Colville's use of sombre colours and informal balance in *Horse and Train* conveys a strong sense of impending disaster).